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| **CRITERIA POINTS** | | | |
| ***Planning (to be submitted)*** | | | |
| Demonstration  Teaching documentation | A complete written record containing expectations, learning goals, materials, timing, introduction, question sequence, conclusion, and chalkboard outline was handed in. | | 2 4 6 8 10 |
| Evaluating the presentation | | | |
| Topic /content | The topic was appropriately presented with evidence of subject mastery. | | 1 2 3 4 5 |
| Sequence/timing | The flow was good, at a consistent and appropriate pace with a timely finish. | | 1 2 3 4 5 |
| Language/voice | English usage was good, level was appropriate; voice was dynamic, well modulated, clear, and adequately loud. | | 1 2 3 4 5 |
| Questioning | The questions were concise, sequenced, well distributed with a variety of cognitive levels; appropriate wait time was used; good use was made of answers. Lecturing was kept to a MINIMUM. | | 2 4 6 8 10 |
| Body language | Eye contact, posture, comfort level, and movements were appropriate. No distracting mannerisms. | | 1 2 3 4 |
| Chalkboard outline (Visuals) | There was a timely development and clear relationship to the learning goals in the presentation. Good level of organization, clarity and amount of material. | | 1 2 3 4 5 |
| Concrete materials | Materials were appropriate to and helped further the teaching video (e.g., chemicals, models, visual aids, etc.) | | 1 2 3 4 5 |
| Wow Factor | Demonstration was intriguing, exciting, stimulating, easy to see, dramatic, fun etc. | | 1 2 3 4 5 |
| “Student” involvement | Students were involved, attentive, participated in the “questions and answers” and in the cooperative learning activity. | | 2 4 6 8 10 |
| Assessment of the directed reflection (to be handed in) | | | |
| Directed reflection | | After consideration of the Peer Feedback Sheets and self-analysis, the directed reflection questions were thoroughly answered. Peer feedback sheets were included. | 2 4 6 8 10 12 14 16 |
| **TOTAL** | | | **/ 80** |